Tonya N. Davis
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A Behavior Analyst's Guide to Supervising Fieldwork

Springer

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Tonya Davis dedicates this book to:

Ross Caraway and Atticus Caraway for your endless encouragement and support;

Shelley Davis, Phyllis Davis, and Ronnie Davis for loving and liking me;

And the many students and supervisees who have trusted me to supervise, mentor, or guide them in any way. I have learned so much from you.

Jessica Akers dedicates this book to:

My parents who support my every endeavor and love me unconditionally;

My nieces and nephews who inspire me to be the best version of myself;

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About the Authors

Tonya Davis is a professor at Baylor University where she teaches undergraduate and graduate courses in applied behavior analysis. In 2010, she founded the applied behavior analysis graduate program at Baylor University as well as the university-affiliated applied behavior analysis clinic, Baylor CARE, where students complete a portion of their supervised fieldwork. Dr. Davis' research revolves around her primary goal of ensuring children with intellectual and developmental disabilities have access to the most effective interventions across a variety of settings. This includes two lines of research, first developing approaches support pre- and in-service professionals to implement evidence-based practices. The second is evaluating interventions to reduce challenging behavior, focusing on approaches to address barriers of implementing interventions in homes and schools.

Jessica Akers is an assistant professor at Baylor University where she teaches graduate courses in applied behavior analysis. She serves as the coordinator for the university-affiliated behavior analysis clinic Baylor CARE and as the practicum coordinator for the applied behavior analysis program. Dr. Akers' research interests include strategies for promoting appropriate social and play skills and verbal behavior in individuals with developmental disabilities. She is primarily interested in targeting play between children with developmental disabilities and their peers and siblings.

Chapter 1
Introduction

Welcome to our book on supervision! This book is meant to serve as guide for supervising individuals accruing hours to become a board-certified behavior analyst (BCBA). We acknowledge that providing ethical supervision to trainees is another required task on top of the many other tasks you are balancing as a behavior analyst. Therefore, we wrote this book to serve as a tool to aide you in your provision of supervision for future BCBAs.

In response to criticism regarding the enthusiasm of behavior analysts, Skinner said, "There is a more obvious explanation [for this optimism]: the analysis works" (Skinner, 1966, pg. 218). Our analysis works, but only when we adequately understand the principles of behavior analysis. Therefore, you have been entrusted with shaping the behavior of the next generation of behavior analysts. This great responsibility can begin to seem like a burden rather than an opportunity to impact the future of our field. Our hope in writing this book is that these materials will aide you as a supervisor and decrease the overall response effort required to provide appropriate supervision. We are all a product of the environmental contingencies under which we are behaving. Despite our best efforts to arrange contingencies to promote effective behavior, we all fail sometimes. Be encouraged by Skinner's words, "A failure is not always a mistake, it may simply be the best one can do under the circumstances. The real mistake is to stop trying" (Skinner, 1971). Always continue behaving, as you shape the behavior of your supervisees, they will also shape your behavior. Whether you have been supervising for years or days, we can all improve the way we do things and should continue striving to do better.

In the next chapter, we provide materials for tracking supervisee progress as you work through the remaining chapters. These data can be used to assess the impact of your supervision and the overall readiness for your supervisee to take the BCBA exam. The next chapters of this book provide a framework for providing feedback to supervisees and recruiting feedback on your own supervision. As behavior analysts, we recognize the importance of feedback, but we can all acknowledge that providing feedback and receiving feedback may not be the most pleasant of

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interactions. Therefore, we have compiled behavior analytic resources to provide suggestions on the most effective ways to navigate these interactions. The main chapters in this book cover topics from the 5th Edition BACB task list (BACB, 2022a). Each of these chapters includes an introduction to the topic, and sections dedicated to group supervision, individual supervision without a client, and individual supervision with a client. Each of the supervision sections includes an agenda with activities and homework to be assigned to supervisees. We recognize that there is a great deal of variability across clinical settings. Thus, we have attempted to include activities that can easily be modified to fit the population with whom your supervisees work.

We wish you the best as you embark on your journey of supervising future behavior analysts. This book is just one tool to aide you on this journey. In addition to attending relevant continuing education events and reading the current behavior analytic literature, we encourage you to reference the Ethics Code for Behavior Analysts often and stay up to date on the BACB guidelines for supervision (BACB, 2022b). Use all the tools in your arsenal to ensure your supervision is high quality and effective. We look forward seeing how you enhance the field of behavior analysis with your superior supervision.

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Chapter 2
Tracking Field Experience Progress

The field of behavior analysis is growing rapidly. In 2000, there were fewer than 400 board-certified behavior analysts (BCBAs). In 2022, there are over 55,000 (Behavior Analyst Certification Board; BACB, 2022a). Applied behavior analytic interventions produce positive and meaningful improvements for clients (Eikeseth, 2009; Eldevik et al., 2009). The increase in BCBAs breeds optimism that more individuals will be able benefit from behavior analytic interventions and services. However, interventions can only have a positive impact if they are implemented with fidelity. Therefore, it is our responsibility as supervisors to ensure that that future BCBAs have the knowledge and skills necessary to implement interventions with fidelity to ultimately improve the well-being of the clients which they will serve (Granpeesheh et al., 2010; Sellers et al., 2016).

Supervising fieldwork experience is rewarding, but can also be daunting. The BACB task list identifies the skills (i.e., competencies) that supervisees must develop (BACB, 2022b). However, it is up to the supervisor to plan and deliver the activities to teach and evaluate these competencies (Sellers et al., 2016). We have developed this book in hopes of relieving some of the burden of planning the scope and sequence of learning activities and assessments to guide your supervisees' professional development. We hope that this enables you to provide a well-rounded and thorough experience for your supervisees. We anticipate that prior to beginning the activities in this book, you would have built a solid foundation for excellent supervision by completing a number of activities. These include, but are not limited to reviewing and signing a supervision contract; learning your supervisee's strengths, weaknesses, and needs; learning about your supervisee's goals for supervision; and explicitly describing your expectations during the supervision process.

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Needless to say, excellent supervision requires much more than a thorough set of learning activities and assessment protocols. Supervision requires a complex set of skills and behaviors that are beyond the scope of this book. There are a number of resources available to support your professional growth as a supervisor. Some that we recommend include Luiselli (2018), Turner et al. (2016), Turner (2017), Sellers et al. (2016), and Valentine et al. (2016). We encourage you to continue to develop the numerous additional skills necessary to be an effective supervisor through additional resources and continued professional development.

Arranging Supervision Activities

This book has been developed to teach and evaluate the competencies associated with the BACB's 5th edition task list (BACB, 2022b). You will find 29 topics aligning with the task list. We have incorporated a number of research-validated training approaches including, but not limited to instructions, lecture, discussion, modeling, role-play, and performance feedback (Kirkpatrick et al., 2021; Sarokoff & Sturmey, 2008; Thomson et al., 2009).

Each chapter contains an agenda for (a) a group supervision meeting, (b) an individual supervision meeting without a client, and (c) an individual supervision meeting with a client. In some chapters, additional individual supervision meetings are scheduled due to a specific need for additional practice and feedback. Each chapter includes activities that will involve your supervisee planning and implementing techniques with their clients. However, we do not specifically outline procedures for regular case presentations because we expect the appropriate format for case presentations to vary greatly based on supervisee and client needs. We recommend that you schedule standing case presentations because they are an integral activity to promote your supervisee's professional development. They allow your supervisee to receive feedback from multiple listeners as well as observe and participate in the problem-solving and decision-making process many times throughout their supervision experience. Additionally, case presentations provide supervisees the opportunity to practice presentation and professional communication in a safe, nonthreatening space. Most importantly, supervisee case presentations will provide them the guidance necessary to improve therapeutic services for their client, which will, in turn, improve their client's outcomes.

As you will see throughout the chapters, the three meetings are designed to take place in the order in which they are presented. The activities across the meetings build upon one another. For example, your supervisees may brainstorm how to develop a specific intervention in the group supervision meeting, develop the procedural fidelity checklist in the individual supervision meeting without a client, and then implement that intervention in the supervision meeting with a client. As a result, it is important that the meetings occur in this order; however, the amount of time that passes between each meeting should be based upon your supervisees' strengths and needs. Figure 2.1 is an example of how you may consider scheduling your supervision meetings.

Week One	Group Supervision Meeting
Week Two	Group Case Presentations
	Individual Supervision Meeting without a Client
Week Three	Individual Supervision Meeting with a Client

Fig. 2.1 Sample structure for group and supervision meetings

The three meetings each play a critical role in your supervisee's development. Group supervision meetings begin with a brief refresher of foundational content and concepts followed by group learning activities. Group activities give your supervisees opportunities to learn by observing their peers, honing communication skills, and developing collaboration skills. Moreover, we hope that this group supervision meeting structure serves as professional community of support for one another both throughout their supervision and well into their careers.

Individual supervision meetings, on the other hand, provide opportunities for you and your supervisee to work collaboratively. We encourage you to take advantage of this one-on-one time to build a positive relationship by getting to know your supervisee, their strengths, weaknesses, career aspirations, and preferred methods for learning. All of this information will allow you to better tailor this experience to their needs. It also gives you the opportunity to build rapport, praise their accomplishments, and correct their mistakes. See Chaps. 3 and 4 for a lengthier discussion of performance feedback.

All group and individual supervision meetings include an agenda with a recommended amount of time to dedicate to each activity. These timelines are merely suggestions and may not reflect the amount of time or instruction your supervisee needs on a particular topic. You should be responsive to your supervisee's strengths, weaknesses, and career goals. For example, be prepared to adjust the agenda to offer more time on topics in which your supervisees have little experience and/or will be central to their responsibilities in their upcoming career.

Evaluating Supervisee Competencies

As supervisors, we take on great responsibility. We will teach, supervise, and shape a myriad of behaviors in an effort to establish a comprehensive repertoire among your supervisees that will enable them to affect positive change among their clients.

Supervisees must develop content and conceptual knowledge as well as the ability to implement interventions (i.e., procedural knowledge; Granpeesheh et al., 2010; Sellers et al., 2016).

First, supervisees must demonstrate their conceptual knowledge. As Baer et al. (1968) so aptly describe, all behavior analytic interventions must be conceptually systematic. That is, all interventions must relate to principles of behavior analysis. Your supervisees must be able to demonstrate their conceptual knowledge by describing what behavior principles account for the effectiveness of an intervention. To build this skillset, they must have a solid foundation of content knowledge in which they have a firm grasp of behavioral principles, theories, and terminology (Sellers et al., 2016). This content and conceptual knowledge will be crucial in developing their abilities to select an intervention, problem-solve when interventions do not produce the desired outcome, make programmatic decisions, and many more of the complex skills behavior analysts must perform daily (Granpeesheh et al., 2010). Second, supervisees must also acquire procedural knowledge. They must demonstrate the ability to conduct behavioral assessments, implement behavioral interventions, and apply behavioral techniques with proficiency (Granpeesheh et al., 2010).

Facilitating the development of the necessary content, conceptual, and procedural knowledge to be an effective behavior analyst is no small feat. Your supervisees will require a great deal of well-planned instruction and supervised fieldwork experiences to do just this. In each chapter, we have designed lectures and activities to develop and assess content, conceptual, and procedural knowledge. At the end of each group supervision meeting is a set of questions titled *Knowledge Check*. Their responses to these questions will allow you gauge their mastery of content and conceptual knowledge. Feel free to administer these in any format you feel is best suited for your supervisees, ranging from oral questioning and answering among the group of supervisees to written, individual responses. Supervisees who are unable to correctly respond to the questions presented in the *Knowledge Check* will likely require additional instruction and support.

In addition to content and conceptual knowledge, your supervisees must also demonstrate proficiency in implementing a number of behavior analytic assessments and interventions. The development of procedural knowledge is the main focus of this book. The primary focus of individual meetings is to develop and assess procedural knowledge. At the end of each individual supervision meeting with a client, you will find a section titled *Mastery Criteria*. The mastery criteria describe exactly what behaviors your supervisee should demonstrate and at what level of proficiency. The purpose of the mastery criteria is to thoroughly evaluate procedural knowledge. Supervisees who are unable to meet the mastery criteria at the end of each chapter should receive additional instruction on that topic until they can do so. We recommend they meet each mastery criteria within a chapter before continuing to the next topic. It is critical to confirm that your supervisee can perform all of the skills assessed in this book.

Needless to say, your supervisees need for guidance and supervision will not immediately end contingent upon their meeting the mastery criteria. Therefore, at the end of each chapter is a section titled *Future Growth*. In *Future Growth*, we provide you with suggestions for future learning activities that will ensure your supervisees' behaviors generalize and maintain. We highly encourage you to take advantage of these supplemental learning activities and suggest you continue to evaluate their performance during the future growth activities.

Cohort Model

We designed this book to be compatible with a cohort model of instruction. In other words, you would have many supervisees completing the instructional and evaluation activities at roughly the same time. The cohort model approach to education is popular in baccalaureate and graduate programs and involves a group of students who enter and complete and educational experience together (Pemberton & Akkary, 2010). The cohort model fosters a sense of community and deep personal bonds between its members. This in turns increases motivation for learning, improves persistence in the educational process, and increases program completion. Members of a cohort express an enhanced feeling of support and connection and reduced loneliness. Moreover, a cohort allows members to share ideas, obtain feedback, and build professional networks that can benefit them for the duration of their careers (Beer & Darkenwald, 1989; Dorn et al., 1997; Lawrence, 2002; Maher, 2005; Miller, 2007; Milstein & Henry, 2008; Pemberton & Akkary, 2010; Saltiel & Russo, 2010).

Because of these many benefits, we recommend the cohort model. However, we want to caution you that this book is not necessarily a one-size-fits-all approach. Your supervisees will have different strengths, weaknesses, and career goals. An excellent supervisor is responsive to this. You can use a cohort model and still individualize to meet your supervisee's needs. For example, one supervisee in your cohort may have a great deal of experience conducting preference assessments, but another has never administered a preference assessment. As a result, you may shorten the recommend duration of time in individual supervision meetings related to preference assessment for the supervisee with a great deal of experience and use that time to practice and discuss topics in which that supervisee has less experience. Simultaneously, you may extend the recommended duration of time in individual supervision meetings related to preference assessments for the supervisee with no prior experience on the topic.

To determine how you can individualize the supervision experiences, conduct a baseline evaluation at the onset of supervision activities. Baseline assessments can take many forms, ranging from interviewing your supervisee, reviewing the BACB task list together to discuss their self-evaluation of competencies, and reviewing their course syllabi (Turner et al., 2016). You may also conduct observational assessments. For example, ask your supervisee to answer the questions provided in the *Knowledge Check* located in the group supervision sections of each chapter or observe your supervisee performing the skills in the *Mastery Criteria* located in the individual supervision sections of each chapter. We do caution you to first use the aforementioned informal baseline assessments prior to allowing your supervisee perform the skills found in the *Mastery Criteria* section for baseline assessment purposes. For the most part, these evaluations involve observing your supervisee working with a client. You would need to be confident of your supervisee's success in completing these tasks so that you do not risk the client being exposed to poor assessment or intervention procedures.

Despite your use of baseline assessments, you must begin supervision with a mutual understanding of the goals. This workbook provides you with 29 sets of Knowledge Check questions to evaluate your supervisees content and conceptual knowledge and 29 sets of Mastery Criteria in which you supervisee must perform a specific skill at a predetermined level of accuracy. Share with you supervisee these evaluations and expectations at the onset of supervision. Inform your supervisee that you will be tracking their participation in supervision activities and performance on evaluations. In *Supervisee Field Experience Tracking*, found in Appendix A, you will find a document that allows you to track each supervisee's progress through the supervision activities in this book. We encourage you and your supervisee to frequently reference this document to discuss their progress through supervision. We hope that this helps you track each of your supervisee's needs, providing clear communication and enabling you to be an organized and efficient supervisor.

Appendix A: Supervisee Field Experience Tracking

Supervisee: _____ Supervisor: _____

Supervised Field Experience Began on: _____

Supervised Field Experience was Completed on: _____

Expectation	Date Completed	Notes
Operational Definitions & Measurement		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data on two different client behaviors with at least 80% agreement.		
Graphs & Experimental Designs		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Complete the visual analysis practice for ABAB designs at www.singlecase.org with at least 80% of ratings as an exact match (green) or within +/- 1 (yellow).		
Complete the visual analysis practice for alternating treatment (i.e., multielement) designs at www.singlecase.org with at least 80% of ratings an exact match (green) or within +/- 1 (yellow).		
Descriptive Assessment of Challenging Behavior		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect ABC continuous recording data for 25 or more minutes using a supervisee-developed data sheet with at least 80% agreement		
Direct Assessment		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during a preference assessment with at least 80% agreement.		
Implement a preference assessment with at least 80% fidelity.		
Functional Analysis, Part 1		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during a traditional functional analysis with at least 80% agreement.		
Conduct all conditions of a traditional functional analysis with at least 80% fidelity.		
Functional Analysis, Part 2		
Complete group supervision.		

Strengths and Deficits Assessment		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during the administration of a commercially-available assessment (e.g., VB-MAPP, ABLLS-R) with at least 80% agreement.		
Conduct a commercially-available assessment (e.g., VB-MAPP, ABLLS-R) with at least 80% fidelity.		
Reinforcement		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during the implementation of a compound schedule of reinforcement with at least 80% agreement.		
Implement a compound schedule of reinforcement with at least 80% fidelity.		
Motivating Operations		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Create an instructional video that contains accurate descriptions of an establishing operation, abolishing operation, evocative effect, and abolishing effect		
Implement a deprivation preference assessment condition with at least 80% fidelity.		
Implement a habituation preference assessment condition with at least 80% fidelity.		
Discrete Trial Training		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during the implementation of DTT with at least 80% agreement.		
Implement DTT with at least 80% fidelity.		
Naturalistic Instruction		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during the implementation of naturalistic instruction with at least 80% agreement.		
Implement naturalistic instruction with at least 80% fidelity.		
Stimulus and Response Prompts		
Complete group supervision.		
Complete individual supervision without a client.		

Complete individual supervision with a client.		
Accurately collect data during the implementation of DTT with a prompt fading technique with at least 80% agreement.		
Implement DTT with a prompt fading approach with at least 80% fidelity.		
Modeling		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during the implementation of BST with at least 80% agreement.		
Implement BST with at least 80% fidelity.		
Shaping		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during the implementation of shaping with at least 80% agreement.		
Implement shaping with at least 80% fidelity.		
Chaining		
Complete group supervision.		
Complete individual supervision without a client, part 1.		
Complete individual supervision with a client.		
Complete individual supervision without a client, part 2.		
Accurately collect data during the implementation of chaining with at least 80% agreement.		
Implement chaining with at least 80% fidelity.		
Stimulus Control		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during conditional discrimination instruction with at least 80% agreement.		
Implement a conditional discrimination instruction protocol using a with at least 80% fidelity.		
Equivalence-based Instruction		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client, part 1.		
Complete individual supervision with a client, part 2.		
Accurately collect data during the equivalence-based instruction with at least 80% agreement.		
Implement equivalence-based instruction with at least 80% fidelity.		
High-p Instructional Sequence		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during the implementation of a high-p instructional sequence with at least 80% agreement.		

Implement a high-p instructional sequence with at least 80% fidelity.		
Extinction and Noncontingent Reinforcement		
Complete group supervision.		
Complete individual supervision without a client, part 1.		
Complete individual supervision with a client, part 1.		
Complete individual supervision without a client, part 2.		
Complete individual supervision with a client, part 2.		
Accurately collect data during the implementation of noncontingent reinforcement with at least 80% agreement.		
Implement noncontingent reinforcement with at least 80% fidelity.		
Differential Reinforcement		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during the implementation of a differential reinforcement procedure (DRA, DRO, or DRL) with at least 80% agreement.		
Implement a differential reinforcement procedure (DRA, DRO, or DRL) with at least 80% fidelity.		
Functional Communication Training		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during the implementation of FCT		
with at least 80% agreement.		
Implement FCT with at least 80% fidelity.		
Punishment		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during the implementation of response cost or RIRD with at least 80% agreement.		
Implement response cost or RIRD with at least 80% fidelity.		
Token Economies		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during the implementation of a token economy with at least 80% agreement.		
Implement a token economy with at least 80% fidelity.		
Group Contingencies		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Develop a group contingency protocol that follows 80% of guidelines.		
Implement a group contingency with at least 80% fidelity.		
Contingency Contracting		

Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client, part 1.		
Complete individual supervision with a client, part 2.		
Accurately collect data during the implementation of a contingency contract with at least 80% agreement.		
Implement a contingency contract with at least 80% fidelity.		
Self-Management		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client, part 1.		
Complete individual supervision with a client, part 2.		
Teach a client or client's caregiver a self-management program in which the client of caregiver implements with at least 80% fidelity.		
Generalization and Maintenance		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Accurately collect data during the implementation of a generalization procedure with at least 80% agreement.		
Implement a generalization procedure with at least 80% fidelity.		
Selecting and Implementing Interventions		
Complete group supervision.		
Complete individual supervision without a client, part 1.		
Complete individual supervision with a client.		
Complete individual supervision without a client, part 2 (optional).		
Accurately collect data during the implementation of assessment-based instruction with at least 80% agreement.		
Implement assessment-based instruction with at least 80% fidelity.		
Ethics		
Complete group supervision.		
Complete individual supervision without a client.		
Complete individual supervision with a client.		
Complete the Compassionate Collaboration Tool and receive at least 68 out of 84 points (80%).		

Note: VB-MAPP = Verbal Behavior-Milestones Assessment and Placement Program, ABLLS-R = Assessment of Basic Language and Learning Skills, Revised, DTT = discrete trial training, DRA = differential reinforcement of alternative behavior, DRO = differential reinforcement of other behavior, DRL = differential reinforcement of low rates of behavior, FCT = functional communication training, RIRD = response interruption and redirection.

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Chapter 3
Delivering Performance Feedback

As supervisors, we have an incredible opportunity to not only influence our supervisees' professional development but also the clients that they serve. The quality of the behavior program a client receives is a direct result of the quality of the training and supervision we provide to our supervisee (DiGennaro Reed & Henley, 2015). Implementation of an intervention with poor fidelity diminishes the client's positive outcomes (Carroll et al., 2013; Pence & St Peter, 2015; Wilder et al., 2006). It is our responsibility as supervisors to proactively prepare supervisees to implement interventions with fidelity and immediately intervene when we observe supervisees implementing an intervention with poor fidelity.

Preparing a supervisee to implement an effective behavior program is complex and involves a number of instructional and supervisory approaches. The Behavior Analysis Certification Board (BACB, 2022) Supervisor Training Curriculum specifies a number of behaviors that supervisors should engage in to prepare their supervisees. These include setting performance expectations, delivering clear instructions, modeling desired behavior, rehearsing or role-playing, and delivering feedback. Among the many instructional approaches you use, the delivery of performance feedback may be one of the most valuable. Verbal and written instructions alone simply do not change performance (Fixsen et al., 2005). Performance feedback is critical in preparing supervisees to become competent behavior analysts (Carroll et al., 2022; DiGennaro Reed & Henley, 2015).

Many studies have demonstrated that performance feedback can improve the fidelity with which a variety of service providers implement skill acquisition and behavior reduction interventions (Codding et al., 2005; Coogle et al., 2018; Leblanc et al., 2005; Pantermuehl & Lechago, 2015). The BACB (2022) Supervisor Training Curriculum states that supervisors must deliver timely and effective feedback to supervisees. Moreover, the BACB (2020) Ethics Code for Behavior Analysts describes performance monitoring and feedback as one of several responsibilities supervisors have to supervisees. Despite the clear value of performance feedback, employers rarely prepare supervisors on how to effectively deliver performance

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feedback (DiGennaro Reed & Henley, 2015). In a survey of supervisor practices, Sellers et al. (2019) found that while supervisors reported frequently providing performance feedback, there was much room for growth in this particular skill. In fact, they identified the top five supervision areas in need of improvement. Among those included two improvements related to the delivery of performance feedback: setting clear expectations for receiving feedback and using competency-based evaluations and tracking outcomes.

Daniels and Bailey (2014) define performance feedback as "information about performance that allows a person to change his/her behavior" (p. 157). Performance feedback is typically delivered for the purpose of improving the fidelity of implementation of an intervention (Solomon et al., 2012). Performance feedback can serve many functions. The praise delivered in feedback may function as a reinforcer, and the corrective feedback may punish a behavior. Additionally, performance feedback can serve as a prompt for a specific response in the next implementation of the intervention or function as a rule that governs behavior (Mangiapanello & Hemmes, 2015). Every chapter within this book will instruct you to deliver performance feedback to your supervisees. In this chapter, we review what constitutes performance feedback, best practices in implementing performance feedback, and provide you with some additional tools to provide performance feedback with ease.

Performance feedback most often occurs after the supervisor has directly observed the supervisee implementing a behavior analytic approach. It includes the following components (BACB, 2022; Carroll et al., 2022; Parsons & Reid, 1995; Reid et al., 2012; Shuler & Carroll, 2019):

1. Review performance data
2. Praise correct responses
3. Correct errors using empathy statements
4. Provide a rationale for changing incorrect performance
5. Provide instruction on how to correct performance
6. Model or demonstrate correct performance
7. Provide an opportunity for your supervisee to role-play correct performance
8. Provide an opportunity for your supervisee to ask questions

We frequently envision performance feedback as a conversation between a supervisor and supervisee. However, research supports a variety of formats of performance feedback. In this book, a great deal of performance feedback will be delivered in one-on-one fashion; however, performance feedback may also be delivered in a group setting (Solomon et al., 2012). Similarly, performance feedback can be delivered in writing or verbally. We do encourage you to deliver as much feedback as possible verbally because this facilitates many of the crucial steps in the performance feedback process (e.g., model, role-play, questions); however, when needed, written performance feedback can be an effective tool (Barton et al., 2016; Sleiman et al., 2020). Additionally, a supervisor can use videoconference technology to deliver effective performance feedback (Akers et al., 2022).